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ABSTRACT

This document describes the proceedings of the 1993 Menucha Conference, sponsored by the Northwest Regional Educational Laboratory (NWREL) and the Northwest Futures Group for Work Relevant Education. Under the theme "Diversity in the Workplace," participants focused on building diversity as an opportunity. Summaries are presented of sessions that asked: (1) What is happening to people in workplaces, communities, and schools? (2) What is working? (3) How is "diversity" defined? and (4) What is the future of diversity? In a conference evaluation, almost all participants agreed or strongly agreed that the background materials received were helpful; that they began to develop a network of colleagues; and that they would be able to apply some of the ideas to their work. A conference observer noted that although participants dealt fairly well with the rationale and concrete issues of diversity, belief systems in education and society may serve to exclude discussion of these issues. Appendices contain the conference agenda and letter of participation, a list of participants, a synopsis of background materials, participants' quotes and cartoons, conference evaluation results, and the revised model for Restructuring Education for the 21st Century. (LMI)

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THE Northwest Regional Educational Laboratory

CONFERENCE REPORT

Menucha VI: Diversity as Opportunity in Workplaces, Communities, and Schools

November 1993

Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204

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Menucha VI: Diversity as Opportunity in Workplaces, Communities, and Schools

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"Do I have an opening bid? $50? I have a bid of $50. Do I hear 60? 60, Okay, do I hear 75? 75, how about 100? 100. Who'll give me 150? Okay, do I hear 200? Yes. 200 going once, going twice. 'Truth' sold for $200 to the woman in the blue sweater. Next we have...."

And so it went as auctioneer Lisa Morlette Vassar conducted a "Value Auction," one of the evening activities at this year's Menucha Conference on diversity issues. Before the auction, participants made a list of values to auction off. Before long, nearly 100 values—freedom, choice, spirituality, flexibility, intimacy, friends, happiness, respect, and so forth appeared on newsprint. Each participant received $500 to bid on the values they thought were most important.

Morlette Vassar of Seattle Public Schools was demonstrating an activity to Menucha participants that she uses to help high school students clarify what is important to them and to recognize the consequences of their choices. The mock auction allowed Menucha participants the opportunity to wrestle with their own values as they discussed diversity issues.

CONFERENCE OVERVIEW AND BACKGROUND

August 1993 marked the sixth year that the Northwest Regional Educational Laboratory (NWREL) and the Northwest Futures Group for Work Relevant Education have organized a stimulating working conference on the issues affecting the future of education and work. Leaders in education, business, and the community from throughout the Northwest met this year to focus on "Diversity as Opportunity in Workplaces, Communities, and Schools. In past years, conference themes emphasized: educational change; the young child, families, and communities; needs of adolescents; and the adult learner.

This year's conference had several goals:

- To present what leaders in the region are doing to build upon a diverse workforce
- To develop ideas for building upon diversity as opportunity
- To determine training that workers will need to be productive members of a diverse workforce
- To develop a network of colleagues who can work together and support each other in these efforts

Menucha VI, as in the past, followed a seminar format in the relaxed atmosphere at the Menucha Conference Center, located 30 miles east of Portland in Corbett, Oregon, on the bluffs overlooking the scenic Columbia Gorge. The two-day conference began at 1:00 p.m. on August 16, 1993 and concluded at noon on August 18.

This conference report attempts to capture some of the insights and spirit of this year's conference. To begin, we asked several participants to share their backgrounds with us so we could profile them in this report and thus capture the diversity represented by conference participants. These profiles are followed by a summary of conference activities consisting of individual presentations and a panel discussion which provided "a context for exploring diversity" and small group discussions that moved the emphasis to "future directions." A description of the conference evaluation and some general conclusions conclude the report.

SELECTED PARTICIPANT PROFILES

Thirty participants attended Menucha VI. They consisted of:

- 21 females
- 9 males
- 14 European Americans
- 10 African Americans

- 3 Asian Americans
- 2 Hispanic Americans
- 1 Native American

The most diverse group ever, participants came from all five states in NWREL's region, different walks of life, and different social and cultural backgrounds. The following profiles of selected participants provide a brief glimpse of their backgrounds and viewpoints to demonstrate the diverse composition of conference attendees.

> **"Can we really engage in deep thinking if we only understand our own culture?"**
>
> **"Always ask who is not here."**
>
> **— Carolyn Leonard**

Carolyn Leonard, a native Oregonian, holds a master's in elementary education from Portland State University. In the Portland Public Schools, she taught seven years at Vocational Village and two years at Whitaker Middle School, evaluated individual programs as well as the district's Comprehensive Desegregation Plan (seven years), and served as the coordinator of Multicultural/Multiethnic Education from 1985-1993. For seven summers, she coordinated an Urban League/JTPA-sponsored tutoring program that brought together 50 high school students with 250 kindergartners through fifth graders. She holds a fundamental belief that "*all* students can learn."

An outstanding history of community work includes serving on the Metropolitan Human Relations Commission for five years (three years as its chair) and the Oregon Commission of Black Affairs for nearly a decade (three years as chair). Leonard also chaired the committee that worked with the City of Portland to rename Union Avenue to Martin Luther King, Jr. Blvd. She was one of the plaintiffs in a court case resulting from this effort. The case was eventually heard by the Oregon Supreme Court.

Leonard currently serves on the Board of the National Council for Black Studies (NCBS) and was recognized in Accra, Ghana at an international NCBS Conference for her contributions to education.

> **"Learning how to effectively live in a pluralistic society is a life-long process for all of us."**
>
> **"Don't worry about changing the world. Focus on those around you. Teach one; reach one."**
>
> **— Phyllis S. Lee**

Phyllis S. Lee is Oregon State University's first director of Multicultural Affairs. She operates out of President John Byrne's office and works closely with the Provost and Executive Vice President in assisting the university to carry out its commitment to cultural diversity. Lee works with administration, faculty, staff, and students in the recruitment and retention of students, faculty, and staff of color, in curriculum development, and in cross-cultural issues and concerns of individuals and groups. Her office, which includes the Indian Education Office, also serves as liaison with external organizations, agencies, institutions, and communities in matters related to the university's cultural diversity mission.

Lee earned a doctorate in counseling with a focus on ethnic identity. The daughter of immigrant parents, she is a former elementary teacher, university professor, civil rights and equal opportunity specialist, and corporate human resource administrator. She has frequently served as an advocate on behalf of ethnic/racial groups making cultural adaptations and accommodations in a new society. This has led her to strongly support parent training in ethnic/racial communities that enables their productive participation in matters related to the education of their children. Lee has been an organizational development and management effectiveness consultant to business and industry, professional organizations, educational institutions, and government agencies locally, regionally and nationally for over two decades. She is currently serving as vice-chair and treasurer of the Council on Diversity in Education, board member of the Northwest Regional China Council, and chair of The Oregonian Publishing Company Scholarship Advisory Committee.

In late 1992, Lee was appointed to the Special Advisory Committee on Ethnic Diversity by Norma Paulus, Superintendent of Public Instruction and currently serves as its chair. The committee's charge is to ensure that the needs and interests of the state's diverse student populations are addressed in educational reform and improvement activities.

> **"We can point people in the right direction, but they must find their way themselves."**
>
> **— Gil Taylor**

Gil Taylor, associate administrator of Providence Medical Center in Seattle, Washington, grew up in Los Angeles, California. He earned a master's degree in English from California State, Los Angeles, and spent all of his formative years in multicultural settings. He earned a doctorate in higher education and served as dean of instruction at a Nebraska community college.

For eight years, Taylor was assistant administrator of human resources in a 1000-bed hospital in Long Beach, California that served Indochinese, Hispanic and Middle Eastern populations. He was vice-president for human resources in an Upstate New York hospital for two years, but found local resistance to diversifying the workforce problematic.

He now rides the roller coaster of change endemic to all health care institutions as reform and restructuring become realities. He is, however, delighted to be working for Providence Medical Center in Seattle because of its authentic commitment to a diverse workforce. Taylor currently serves on the Church, Labor, and Community Forum, an economically and culturally diverse group that provides a forum on local issues in the Seattle community. He actively participates in YMCA programming and takes his role as a dad very seriously.

> **"Diversity must be more intentional."**
>
> **— Frances Arrowsmith Lorenz**

Frances Arrowsmith Lorenz has been involved in numerous reform efforts which began when she served as principal/director of the award-winning Creedmoor Bilingual School, one of the first nine bilingual programs in the state of Texas. She directed Forming the Future, a major restructuring effort of the Austin Public Schools from 1981-83 that led to passage of a $210 million bond issue and made sweeping recommendations for reform in the Austin Public Schools. Forming the Future won the Gold Medallion Award for Best Public Relations Program from the National School Public Relations Association in 1983.

Lorenz received a community leadership award for her work in the Austin-Maseru Sister Cities Project. She also has served as a consultant to an Indian education project, "The Past as Prologue," which is part of the National Diffusion Network. Recently, she directed a national school partnership program called Team Tutoring for the Citizens Education Center in Seattle. The program provides services to at-risk youth K-12 and has developed multicultural training materials for teachers and tutors based upon the theory of multiple intelligences. This year, the project will expand to create materials for parents to use at home with their children.

Lorenz has two children from a multiracial marriage, and she speaks Spanish fluently. Her great-great-grandmother was Cherokee, and she is currently researching a novel about her Indian ancestors. She is committed to programs that address diversity and strengthen multiculturalism in education.

> **"This is what I'm about: 'The strong person builds a path for the weak ones to walk on'."**
>
> **— Eleanor Matthews**

Eleanor Matthews has worked as a community activist for over 20 years. Her service began in New York as a drug counselor whose work always included an emphasis on drug prevention. She worked with the public school system to coordinate a drug prevention parade in New York City and to assist youth and their parents toward understanding and reconciliation. In Cleveland, Ohio, Matthews received commendations for her successful work in a methadone drug center for hard-core addicts. In Portland, she has worked for the Corrections Division where she pioneered the Pre-Release Program (a program that assists those about to be released with both housing and job information).

Matthews is currently the founder and coordinator of the Grandmother & Kinship Coalition, a support group for grandparents who are raising their grandchildren. The coalition works with the legislature to redefine family structure and to change laws that adversely impact this group. It also advocates for those needing support during custodial proceedings by organizing "court watches." Matthews, a parent and a grandparent herself, is a VISTA volunteer serving on numerous boards. They include: The Citizen's Involvement Committee, John Ball School, Parent-Plus, and the Citizen's Budget Advisory Committee. She is chair of the Primary Care Health Council and president of the Parent-Student Community Alliance for north and northeast Portland.

> **"Education must be rooted in the culture of the learners."**
>
> **"I sometimes feel like a white person in drag...and that's both uncomfortable and fun."**
>
> **— Jena Camp**

Jena Camp calls herself a cultural worker. She has a master's degree in Anthropology (social/cultural and linguistic) from the University of Chicago. Camp has devoted her life to understanding and promoting literacy efforts. She envisions adult education as a tool of community development and empowerment. She was the first onsite coordinator at Casa Aztlán, a community cultural center for City College's Adult Learning Skills Program. Later, as founder and director of Edu-Acción, she developed a first-language literacy program that has won local acclaim and national recognition for the community-based learners and educators at Casa Aztlán. Camp, building on the problem-posing method of Paulo Freire and others, initiated an inter-generational program called the Parent-Child Reading Circle, which was one of the first in the state of Illinois, and to date, continues to grow and is used as a model by other community centers. She has served as editor of the *Boletín*, a quarterly publication of the Hispanic Literacy Council.

For the past two years, Camp has served as project director of the Mt. Hood Council of Camp Fire's Hispanic Project which organizes and facilitates support groups for Hispanic families with young children, primarily rural, low-income, and Spanish-speaking. She conducts independent workshops and makes presentations on family literacy, peer-tutoring, dual literacy, ESL and mother tongue, and program start-up and evaluation for community-based education. Camp is a writer and performer of folk, topical, and Nueva Canción music, a talent she shared with Menucha VI participants.

CONFERENCE SUMMARY

The conference started with a brief review of the history of the Menucha Futures Seminars by Tom Owens from the Northwest Regional Educational Laboratory. Owens also presented the "Model for Restructuring Education for the 21 Century," and he invited all participants to suggest revisions to the model as the conference progressed. Dan Dunham from Oregon State University and Carolyn Leonard from Portland Public Schools gave an

overview of Menucha VI and spelled out processes and expected outcomes of the conference.

Frances Lorenz from the Citizen's Education Center, Seattle led all participants through a multiple intelligence (MI) exercise. The "MI Checklist" consists of a list of questions related to linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal intelligence. The point of the exercise, Lorenz explains, is to demonstrate that people are intelligent in different ways and that no one intelligence is better than another. This approach is also helpful when dealing with diversity issues.

Two panels provided overviews of issues related to "What is happening to people in workplaces, communities, and schools?" and "What is working?" Two rounds of intense small group discussions took place after each panel session.

The conference concluded with a synthesis, review, and summary of what had been accomplished during the two-day meeting. A panel of three resource persons and three facilitators shared their insights from the small group discussions with all participants. A follow-up meeting was proposed for the Work Now and in the Future 10 conference.

Opening Session: What Is Happening to People in Workplaces, Communities, and Schools?

Diversity in our workplaces, communities, and schools is no longer anticipated or predicted for the future but a fact that permeates almost every aspect of life in the United States. According to Jim Kennedy and Anna Everest, by the end of this century approximately 85 percent of workers entering the workforce will be female, Asian American, African American, and Hispanic American. The remaining 15 percent will be European American males (*Training and Culture Newsletter,* Vol. 3, No. 3, 1991). Frank Wong, consultant on diversity issues at the University of Redlands (Redlands, California) states that what members of "minority" groups have experienced for generations is now experienced by all.

Menucha participants agree that diversity issues are no longer something we can afford to pick up or put aside at our convenience. However, their sense of urgency was not necessarily reflected in the pictures of reality presented by panelists and other members in small group discussions. Two representatives from business gave their views:

- Lolita Burnette from Achievements Inc., Portland, is quick to point out that many organizations are complacent about dealing with diversity issues. About 80 percent of her clients want awareness training. Only 20 percent are ready for training that goes beyond the awareness level. She defines awareness training as training that does not require any organizational changes. The step beyond awareness training looks at systemic change for the whole organization by examining leadership processes, people

processes, and staff recruitment and retention. Diversity is often treated as a parallel issue or an overlay to existing processes.

- Gil Taylor, associate director, Providence Medical Center, Seattle, believes the health care field is facing huge changes in the near future. The patient population is so diverse that the word "minority" no longer has any meaning. The biggest problem now is that hospitals do not reflect the diversity in their communities. The health care industry needs more diversity in its doctor and management teams to resonate with local communities. The challenge is to train people fast enough to catch up with rapid changes.

Although diversity is such an intense issue in this country, there is lack of grassroots involvement in dealing with this issue. Effective change must have its grassroots component. However, for the most part, systemic change mechanisms have been and still take a top-down approach. Many continue to deny the need for multiethnic education. Diversity is often viewed as a barrier rather than an opportunity.

What is Working?

Participants shared their philosophies and experiences in dealing with diversity in panel discussions as well as in small group discussions. Participants agree that to deal with diversity as a social issue, one must start by viewing it as a personal or spiritual issue. Individuals must make conscious or intentional efforts to understand the issues and model respect and appreciation for cultural diversity in their lives. Carolyn Leonard expands on this concept. She suggests that we examine ourselves and our personal beliefs before we set about trying to change the system. We have to go beyond "in the box" thinking and engage ourselves in *deep* thinking. We may examine ourselves by asking:

- Who am I?
- Why am I here?
- What is teaching?
- What is my philosophy? What are the assumptions I am holding?
- What do I believe about life?
- What is society?
- What is required for society to go forward?

To explore these questions, Leonard points out that we need to use multiple perspectives instead of channeling our thinking only in sequential or linear ways. In doing so, we have to throw ourselves in places where we feel uncomfortable and vulnerable. We must be open and truly work at developing our capacity to understand.

Phyllis Lee describes the process from an institutional perspective. The Office of Multicultural Affairs at Oregon State University (OSU) was set up in 1991 to assist the University in promoting cultural diversity and awareness throughout the campus

community by providing support in multicultural issues and concerns to students, staff, and faculty in the following areas:

- Recruitment and retention activities
- Curriculum development and reform
- Instructional improvement
- Faculty development programs and staff inservice
- Cross cultural issues and concerns of individuals and groups
- Liaison with ethnic/racial communities, public and private agencies, and other related groups and organizations

Lee warns that in advocating for diversity, we have to, in the meantime, avoid "multicultural ghettos." She wants all school facilities open to everyone and is trying to create an environment where everyone is learning. She has helped to set up a special class for faculty who in turn will teach students. The main part of the class deals with discrimination, differences, patterns of power oppression. The faculty are called upon to offer this class with specific reference to their discipline. Oregon State University has now formal statements of commitment to cultural diversity. The Office of Multicultural Affairs has been instrumental in turning these statements of commitment into actions.

In talking about diversity in the workforce, one participant provided an example of what can happen when management is open to discussion of diversity issues. X Company was stepping up its hiring of women and members of racial-"minority" groups. But many of its new hires felt they didn't "fit in." They were not moving up the corporate ladder, and many ultimately left the company. Realizing the problem, X Company consulted the American Institute for Managing Diversity Inc., which is based at Morehouse College in Atlanta. The Institute helped managers become more sensitive to their employees' needs. X Company has significantly increased the number of "minority" groups in top positions and also involved employees in developing a flexible medical-benefits program.

Roosevelt Thomas, head of the Institute, points out that if companies don't respond to the changing composition of the workforce, they will lose their competitive edge. Workers, says Mr. Thomas, are becoming less willing to lose their individuality, and, if required to do so, they will become less productive.

The above example reminded conference participants of similar situations. Unfortunately, most managers in their examples do not realize that the dissatisfaction of many employees results from management's insensitivity to their needs. As one participant comments, "A lot of managers are not fully aware of the changing workforce. They simply have no skills in dealing with diversity, let alone turning diversity into opportunity."

Throughout the two days, participants came up with some general principles for managing diversity. A list of these suggestions follows:

- Be patient. We can't undo overnight what has been forged throughout centuries. Timing is important. We must grasp the "teachable moment" by being alert to signs of readiness and willingness.

- Be willing to break the silence when you hear things that are harmful to a group of people or a single person. Be willing also to examine intent vs. impact.

- Be aware of images and symbols, verbal or nonverbal.

- Be aware of the "power of one." Everything seems to start with one person's ideas. That person must have the tenacity to persevere. We need to care for those who do this work.

- Empower ourselves by developing the capacity of empowerment in others.

- Respect differences in the context of honoring our commonalties. It is crucial that we respect individuals and that we relate to people as individuals.

- Develop allies, those who help both directly and indirectly. Never count someone out before you check them out; unlikely people can be allies.

- Develop ownership in the concept and process; help people see a link so that they are interested. Most people want to know: "What's in it for me?"

- Be a model. Use the Laubach (literacy) method: each one, teach one; each one, reach one, teach one, reach one.

Defining Goals for Diversity

Participants agree that finding common goals regarding diversity is difficult. The following excerpt from one group discussion illustrates the complexity of the issue.

"People need to learn to tolerate each other.

"Excuse me, but I'd like to suggest that we get away from the word 'tolerance.' To me, "tolerate" means to "putting up with." It's actually something negative. I feel that our goal is something more than putting up with each other. We want people to *respect* diversity."

"Some people talk about celebrating diversity, but that takes the concept much further. Most of us are probably a long way from celebrating our differences."

"Celebration has a very positive ring to it. I like that word. It represents our ultimate goal. But, we have to start where people are at. For some people,

tolerance means progress. We have to remember we're in this for the long haul. Maybe some day 'celebration' will describe most of us.

"That's right. We need to think in terms of a continuum—intolerance is at one end and celebration is at the other. In between we have tolerance, respect, honor, appreciation, and value.

"I'd like us to think of diversity as opportunity instead of a problem. Too many people consider it a problem because that is how it's been viewed by the mainstream for so much of our history.

"Before any of this can happen, people need to get comfortable with differences, especially differences that carry emotionally laden meanings. Even those of us committed to celebrating diversity aren't always comfortable with difference. We have to have a mind set that allows us to examine our feelings and actions when we feel uncomfortable. Getting comfortable with differences is a lifelong process.

"I feel I've experienced more diversity in my life than most people, but still there are times when I'm uncomfortable with difference. I'm glad to hear I'm not the only one."

Defining "diversity" is a challenging task. Each person seems to have his or her own version of what diversity means. Nevertheless, at the conference all definitions included one or more of the elements listed below.

- Demographics/geography
- Race/ethnicity
- World view/religion/philosophy
- Gender/sexuality
- Occupation/education
- Political affiliation/socio-economic class
- Physical ability

Despite the different elements or areas of emphasis, all participants agree that we have to take the following into consideration in dealing with diversity no matter how it is defined.

1. **Emotions/feelings**. To allow people to express their emotions and feelings is prerequisite to addressing diversity issues. Unless people feel free to express themselves, mutual understanding will not take place.

2. **Context.** Although language is an important means of communication, context, which is mostly nonverbal, often carries more meanings than language. Similar diversity issues may require different approaches because of context or environment.

3. **Assumptions/stereotypes**. Assumptions and stereotypes are blind spots in our understanding of others. To be empathetic, we have to constantly challenge our assumptions and break through our stereotypes so that we will be able to reach out instead of confining ourselves to a narrow way of thinking.

4. **Realism**. People are different in their understanding of diversity issues. We have to accept them where they are and work with them at their level of understanding.

5. **Common vision**. Despite different levels of understanding that people have regarding diversity, we should work toward a common vision of diversity. This common vision can be translated into goals and objectives for each individual as they make their personal journey through the world of diversity.

Futuristic View of Diversity

Menucha conferences are organized in such a way that participants have an opportunity not only to discuss current issues but also to express their views of the future. Although different groups came up with different terms to describe diversity in the future, the following vision statements represent what most participants would like to see.

Living creatively and collectively. Each individual is valued as an important resource instead of being "tolerated" as a different person. All human beings are unique and deserve respect, and everyone has his or her "place in the sun." Since human beings depend on each other for survival and prosperity, valuing differences is not just an attitude but a practice.

One in Humanitarianism. Every human potential is tapped so that everyone is a productive member of society. Commonalties among human beings are celebrated; differences are not viewed in a negative way.

True Compassion. Respecting other people's feelings is the norm. Empathetic listening is used to understand others from their perspectives. True compassion—letting people know one cares—is practiced.

Confluences in Time and Place. People have the time and space to develop and nurture a positive concept of diversity. They realize that "diversity" has different meanings at different times and places. They admit that honoring diversity is a dynamic as well as an incremental process.

Participants also agreed that a mechanism for monitoring diversity is needed with the hope that at some point in the future it may no longer be necessary.

CONFERENCE EVALUATION

To obtain feedback from participants about the conference, a short questionnaire was designed. Almost all participants responded to the questionnaire. The general response was very positive. All participants strongly agreed or agreed that:

- This year's theme was very relevant to their interest
- The panels of resource people were helpful in providing a common starting point
- The small group sessions enabled them to exchange and develop ideas
- The conference facilitator helped to keep things running smoothly
- They would share insights from this conference with colleagues

All but one strongly agreed or agreed that (1) the background materials received were helpful; (2) they began to develop a network of colleagues at the conference; and (3) they would be able to apply some of the ideas learned to their work. All but two strongly agreed or agreed that they had learned a lot about diversity as opportunities in workplaces, communities, and schools.

CONCLUSION

Although the conference started with the theme "diversity as opportunity in workplaces, communities, and schools," participants did not strictly address this theme in their discussions. Because diversity issues exist in every aspect of our lives and can not be compartmentalized, participants tended to talk about diversity in general rather than speaking of diversity issues in one of the three areas named in the conference theme.

However, diversity does have different implications for business, community, and education. Tom Owens of NWREL demonstrated that different paradigm shifts in business, community, and education carry different implications. In the past, the major purpose of manufacturing, for example, was mass production and sale of fixed products. Today, business has to constantly identify customers' needs and satisfy these needs. Business needs creative employees to identify and develop emerging products.

Regarding community, Owens used the police force as an example. The purpose of the police force in the past was to enforce laws and arrest violators. To fulfill that purpose, officers were trained primarily in law enforcement procedures. Now, police work emphasizes crime prevention and public safety and requires a diverse group of officers who represent, know, and can collaborate with the diverse groups within their jurisdictions.

The purpose of education is no longer solely to impart the same knowledge base to all students. Educators need to create lifelong learners and provide students with the necessary tools for their life and work roles. In the past, teachers received "teacher proof" curricula. A top-down approach characterized school leadership. Now, we need

teachers whose backgrounds match those of students and who can serve as role models. In school, teachers are also learners and learners are also teachers. Educators recognize that education occurs inside and outside the classroom.

During the conference, many questions were raised that do not have answers. At this point, however, participants unanimously agree with the statements below:

- An understanding of diversity begins with the awareness of diversity around us.
- The definition of diversity should not be too broad, therefore meaningless, nor too narrow, therefore limiting.
- If we are serious about diversity, we must require commitment and accountability.
- We must work toward a common vision of diversity so that people know where they are and where they want to be.
- The basis of diversity is respect for every human being.

In summarizing the conference, Carolyn Leonard observed that participants dealt fairly well in the conference with the rationale and concrete issues of diversity; however, belief systems, religion, philosophy, spirituality "have a role in shaping individual and group behavior. In education and the larger society, we often exclude information and discussion of these issues."

Diversity is still perceived in most places as a barrier rather than an opportunity. We need to continue to look for models of diversity as opportunity and publicize them. We need to create practical tools that people can use in exploring diversity in workplaces, communities, and schools.

As a follow-up to Menucha VI, a three-hour pre-session and one-hour panel presentation are scheduled at Work Now and in the Future 10 conference to be held November 7-9, 1993 in Portland, Oregon.

APPENDIXES

A. CONFERENCE AGENDA

AGENDA

Northwest Future's Group for Work-Relevant Education
The Menucha VI Experience

1993 Menucha Future's Seminar
"Diversity as Opportunity in Workplaces, Communities and Schools"
August 16-18, 1993

Monday, August 16	**The Context for Diversity**	
1:00 - 1:30 p.m.	Welcome and History of the Menucha Futures Seminar	Tom Owens
	Overview of Menucha VI Seminar Processes, Expectations and Outcomes	Dan Dunham and Carolyn Leonard
1:30 - 2:30 p.m.	Multiple Intelligences Exercise	Frances Lorenz
2:30 - 3:45 p.m.	Opening Session: "What's Happening to People in Workplaces, Communities and Schools" Panel: Lolita Burnette, Achievement Architects Gil Taylor, Providence Medical Center Floy Pepper, Consultant Jena Camp, Consultant Frances Lorenz, Citizens Education Center Robin Butterfield, Oregon Department of Education Facilitated Discussion: Dan Dunham, Oregon State University	
3:45 - 4:15 p.m.	Refreshment Break and Move to Round 1 Discussion Group	
4:15 - 5:25 p.m.	Round 1 Group Discussions	

Group A - Greenhouse Room
Facilitators: Barbara Hernandez and Ron Jantzi
Resource Persons: Lolita Burnette and Robin Butterfield
Recorder: Olga Talley

Group B - Boyd Lounge
Facilitators: Edree Allen-Agbro and Nicole Caron
Resource Persons: Floy Pepper and Gil Taylor
Recorder: Bruce Allbright

Group C - Beam Lounge
Facilitators: Ed Smith and Paulette Hilton Robinson
Resource Persons: Jena Camp and Frances Lorenz
Recorder: Laurie Lamson

5:30 p.m. Dinner and free time

7:00 - 8:00 p.m. Round 1 Discussions (continued)

8:00 - 10:00 p.m. Networking, social and free time - Beam House

Tuesday, August 17 **New Directions in Diversity**

8:00 a.m. Breakfast

8:50 - 10:15 a.m. Panel and Discussion: "What's Happening That's Working"
Panel:
Lisa Morlette Vasser, Seattle Public Schools
Sybil Kyi, Committee on Employment & Human Resources
Eleanor Matthews, Grandmother and Kinship Coalition
Dapo Sobomehin, Oregon Multicultural Education Association
Phyllis Lee, Oregon State University
Carolyn Leonard, Portland Public Schools

Facilitated Discussion - Dan Dunham, Oregon State University

10:15 - 10:45 a.m. Refreshment Break and move to Round 2 Discussion Groups

10:45 - 11:55 a.m. Round 2 Discussion Groups

Group D - Greenhouse Room
Facilitators: Paulette Hilton Robinson and Ed Smith
Resource Persons: Lisa Morlette Vasser and Carolyn Leonard
Recorder: John Anttonen

Group E - Boyd Lounge
Facilitators: Edree Allen-Agbro and Nicole Caron
Resource Persons: Eleanor Matthews and Sybil Kyi
Recorder: Changhua Wang

Group F - Beam Lounge
Facilitators: Ron Jantzi and Barbara Hernandez
Resource Persons: Phyllis Lee and Dapo Sabomehin
Recorder: Lorna Kern

12:00 - 1:00 p.m.	Lunch	
1:00 - 2:30 p.m.	Round 2 Group Discussion - continued	
3:00 - 6:00 p.m.	Free Time (pool reserved 3:00-5:00 p.m.)	
6:00 - 7:00 p.m.	Dinner	
7:00 - 9:00 p.m.	Open discussion and interaction; tapes and materials on diversity available for viewing	
9:00 - 10:00 p.m.	Social and entertainment	
Wednesday, August 18	**Diversity in Our Future**	
8:00 a.m.	Breakfast	
8:50 - 11:30 a.m.	Synthesis, Review and Summary Session	
	Panel of three resource persons and three facilitators will share insights from the group discussions	
	Discussion in the Plenary	
	An open discussion of the Seminar topic and subtopics and emphasis on summarizing things that work, next action steps, and identifying essential elements to be added to the "Model for Restructuring Education for the 21st Century."	
11:30 - 12:00 p.m.	Wrap-up	Dan Dunham and Tom Owens
12:00 - 12:30 p.m.	Lunch and Departure	

B. LETTER OF INVITATION

June 3, 1993

«FirstName» «LastName»
«Title»
«Organization»
«Address1»
«Address2»
«City», «ST» «Zip»

Dear «FirstName»:

You have been nominated by colleagues to receive a special invitation to participate in the **Menucha '93 Conference**; a stimulating working conference bringing together leaders in business, education, and community from throughout the Northwest. This will mark the sixth year that the Northwest Regional Educational Laboratory (NWREL) and the Northwest Futures Group for Work Relevant Education have conducted this annual summer conference. The theme for this year's conference is Diversity in the Workplace: Opportunities for Businesses, Communities, and Schools. This conference will be held at the Menucha Retreat and Conference Center on August 16-18, 1993 , at Corbett, Oregon, east of Portland .

Unlike other conferences that may focus on how to "manage" diversity, we will be exploring the advantages of diversity and seeing how it can become an opportunity in workplaces, communities, and schools. By diversity we mean differences in culture, race, gender, age and physical condition. Come learn what your school, business or community can do in the future to profit from diversity and to share what you may already be doing or planning in this area. We are particularly interested in exploring what is being done in your setting and how it can be adapted to fit other settings.

As a result of participating in this work conference, you will :

- be challenged by what other leaders in the region are doing to build upon a diversified workforce
- develop ideas of your own for building upon this asset
- determine the training that employees will need, and
- will identify colleagues for mutual support.

The Menucha conference is an excellent opportunity for a small group of leaders in the Northwest to gather in an informal setting to exchange ideas, develop joint efforts, and form new friendships. We are inviting leaders from education, community organizations, business, and government to share their experiences and hopes for the future.

Space considerations limit us to no more than 30 participants. This enables each participant to have ample time to share ideas and get to know others. As in the past, Dr. Dan Dunham, director of Continuing Higher Education at Oregon State University, has agreed to serve as conference facilitator. Dan is skilled at orchestrating small and total group dialogue and establishing a good balance between structure and open discussion. We will also use some experienced small group facilitators.

The conference begins at 1:00 p.m. on Monday, August 16th and will finish after lunch at 1 p.m. on Wednesday, August 18th.

The total cost for the 3 day conference including room, meals, and materials is $190. In order to save a space for yourself, please complete the enclosed reservation form and return it to us as soon as possible. If there could be a delay in our receiving a purchase order from you, please send us a photocopy of the completed registration now to save your space. Opportunities for graduate credit or Continuous Education Units (CEU 's) can be arranged at extra cost.

We look forward to having you participate and to receiving your registration soon. If you have questions about the Menucha conference, please call me at (503) 275-9596.

Shortly after receiving your registration, we will mail you background materials, agenda, map, and further details.

Best wishes,

Thomas R. Owens
Associate Director, Education and Work Program

cc: Dr. Ethel Simon-McWilliams

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D. SYNOPSIS OF BACKGROUND MATERIALS

Background of Menucha Conferences

1988-1992

August 1992 marked the fifth year that NWREL has hosted a summer conference focused on various aspects of work-relevant education. This section describes the background to the conference series, provides a brief review of the earlier conferences, describes the planning of the 1992 conference, provides a summary of findings, and finally makes some policy recommendations.

Beginning in 1988, NWREL has conducted a stimulating working conference on issues critical to the future of our society and to workforce preparation. A central framework for these conferences has been a work-relevant education theme and a model developed and refined over several years by conference participants entitled *A Model for Restructuring Education for the 21st Century*. This model looks at education as a continuum from birth to adulthood. Two years ago, the conference focused on youth; last year it looked at the future of adult learning; in 1992 it addressed the issue of early childhood.

These conferences, called Menucha Conferences after the name of the conference location, are excellent opportunities for a small group of leaders in the Northwest to get together to exchange ideas, develop joint efforts, and form new friendships. Leaders are invited from education, health services, business and industry, government, social services, family and child services, and community agencies serving children and youth.

Highlights of Conferences: 1988-1992

1988 Conference: Applied Learning, School Reform, and Professional Development

On August 14-16, 1988, the Northwest Futures Group met to: (1) establish a working relationship among the network members; (2) provide an exchange of ideas on the future of secondary vocational education among participants; and (3) develop some concrete directions and actions that would be implemented over the coming years. In order to facilitate an effective exchange of ideas among participants, attendance at this first Menucha conference was limited to 25 people.

Topics for the conference were applied learning, school reform, and professional development. Topical overviews were presented on these issues followed by small group and large group discussions.

In November 1988, the group met again for a day to hear presentations on new directions in vocational education by George Copa, professor at the University of Minnesota and by Bill Daggett, then director of Occupational Education in New York. Much of the rest of the day involved participants in a simulation to improve vocational education within a school district. Participants met in small groups to give recommendations regarding curriculum and instructional content, school-based delivery strategies, and non-school-based delivery strategies.

1989 Conference: Developing a Cross-Age Curriculum Model for the 21st Century

The Menucha workshop held in August 1989 was outcome-oriented. Participants worked to develop a cross-age curriculum model for the 21st century. The model is based on outcomes necessary for individuals to succeed and advance in the workplace of the future. A revised copy of the model appears in Section IV.

Before coming to the workshop, participants were mailed a worksheet and matrix on which to identify student outcomes that should be introduced into education at various age levels. The four levels were: (1) pre-school/elementary; (2) middle/ junior high; (3) senior high school; and (4) adult/continuing education.

1990 Conference: Adult Education: Schools and Workplaces

This Menucha conference focused on adults as life-long learners and on issues involving education and training in schools and in the workplace. Conference participants discussed future directions in adult life-long learning and the implications for revising the *Model for Restructuring Education in the 21st Century*.

The adult as life-long learners theme focused on four areas: (1) environment for adult learning; (2) definition of adult learning; (3) learning systems; and (4) restructuring implications.

Areas that were proposed in 1990 for modification of the model were:

- Family and related issues
- Additional support systems needed by adults
- Financial aid
- Programs for professional development of instructors
- Built-in opportunities for success
- A community of learners
- Enthusiasm for achievement

- New model of apprenticeship
- Recognition of learners as persons with unique needs who are in some stage of transition
- Systemic change needed in vocational education
- Accountability (follow through, placement, transition services)
- Strategic planning and evaluation
- Retraining
- New sets of providers of adult training (CBO'S, JTPA, ATC, consortia etc.)
- New roles of curricula, teachers, and learners
- Shift in emphasis from content to process and collaboration

1991 Conference: Creating a New Paradigm

The planning and discussions at the 1991 Menucha Conference centered around three interrelated issues: (1) characteristics of the workforce for 2010 and the workplace environment in which they will function, (2) curriculum integration and reform needed in our schools to better prepare students for the future, and (3) the changes needed in preparing teachers to manage the change process. Experienced facilitators were used to lead discussions in each of these three areas.

Three policy implications were developed as a result of the conference discussion:

1. There is a need to clarify fundamental values such as what does the right to education and work imply or how much education should people be entitled to at public expense.

2. The concept of career web implies that people need to learn to work in a team environment and to be able to perform more tasks than are listed in a single job description. These ideas should affect career development curricula and the worker outcomes needed for the future. Policy makers need to be cautious of supporting narrowly focused, single occupation training programs.

3. Skills and abilities of workers needed in 2010 will include flexibility, teamwork skills, ability to capitalize on cultural diversity, and a more thorough understanding of a company's overall approach to productivity. Such skills need to be built into job training curricula and be reflected in the Certificate of Initial Mastery or Certificate of Advanced Mastery identified in the Oregon Education Act for the 21st Century and similar legislation.

1992 Conference: The Young Child, Families, and Communities

Conference Planning

Planning for the 1992 summer conference occurred over five months and involved a committee including representatives of K-12 education, community colleges, universities, and representatives from two NWREL programs – Child, Family and Community and Education and Work. After considering five or six possible themes for the 1992 conference, it was agreed to focus on the young child. This focus quickly broadened to include families and communities since the education of young children involves schools working closely with other partners.

The planning committee met four times to identify the theme and focus for the conference, propose key people in the region to invite, identify a panel of speakers, formulate an agenda, and clarify the objectives for the conference. Four persons were identified as presentation panelists and four as part of a practitioner response and commentary panel. Each was asked to speak for 5-10 minutes. The presentation panel consisted of Linda Burt, an educator from the Oregon State University, College of Home Economics and Education; Dr. Doug Hamill, a pediatrician from the Oregon Health Sciences Center; and Jan Jewett and Helen Nissani from NWREL, who addressed respectively issues of cross-agency collaboration and multi-cultural awareness. The practitioner panel consisted of B.J. Richardson, a parent and community activist, Olga Talley, a Head Start coordinator from the Portland Public Schools; Frances Lorenz, director of the Team Tutoring Project at the Citizens Education Center in Seattle; and Rick Nitti, a child care coordinator in Portland. Nancy Hargis from the Oregon Department of Education served as critical observer and made reflective comments at key periods during the conference.

The first day centered on the context for understanding the young child, families, and communities theme and consisted of various presentations, discussions, and reactions. Day Two focused on connections to work-relevant experiences and consisted primarily of small group discussions in three rounds. Round 1 addressed career awareness, information, and counseling. Round 2 dealt with educational reform—the role and resource of the young child, family, community, and private sector. The third and final round centered on implications for refining the *Model for Restructuring Education for the 21st Century* based on what had been shared at this conference. The third day of the conference involved a look at new resources, coalitions, and future directions. It included a summary, synthesis, and implications for action.

E. RELEVANT QUOTATIONS ON DIVERSITY PROVIDED BY PARTICIPANTS

Rest your eyes
and rest your mind,
rest your heart
and come to find
resting isn't standing still,
resting is renewal-time.

I have learned to love
places people had no use for,
people others had no place for,
outcasts, castoffs, castaways:
you sail clear of categories,
knowing "grammars leak."

What keeps time,
a watch, a cell, a memory?
What keeps watch,
a sentinel or conscience?
Jena Camp

We who are clay
blended by the master potter,
come from the kiln of creation
in many hues.

How can people say one skin is
colored, when each as its own
coloration?

What should it matter
That one bowl is dark
and the other pale,
if each is
of good design
and serves its purpose well.
Polingaysi Qoyawayma, Hopi

"Diversity is **not** a problem to be managed but an opportunity to be explored."

Fear is hard heartedness in all its forms. Sometimes it is disguised in quasi religious clothes, seeking to judge who God would have us love. Sometimes it hides behind our right to free expression... but although it hides, it cannot be hidden. It is always knowable by its absence of heart. It does not promote life. It does not protect children. It does not love.
Marianne Williamson, A Woman's Worth

JOY

The world is a somewhat place*
Not black and white, or gray
but full of colors that animate
and people the night and day.

If I had only one word
to describe the world
I'd say "diverse," or maybe, "changing,"
oh well, the two are very close.

There's little that's for sure
In a somewhat place.
Not allegiances, convictions,
Government, or tastes.
The law of individual differences
guides the race.

I've read that hell is unalterability
That's why it's hell
There's no diversity.
There's no changing.
Just a numbing sameness into infinity.

What if we could predict
Everything and be right.
What if we knew the hour of our death
and the winner of the fight.
What hellish burden for the human race.
That's why God made the world
A somewhat place.

Sometimes life's unfair, makes us sad
Or really devastates.
That's the price we pay
for beetles and hippos, aardvarks and snakes,
punk rockers, violinists, hobos and saints,
wisdom and laughter, courage and grace.
For joy in a world that's a somewhat place.

b. hernandez 6/90

*Phrase from William Stafford.

I found I couldn't think myself
into a new way of acting, but that
I could act my way into a new
way of thinking.

Most teachers, after all, have a pretty good understanding of what they need to do: Care about children. Teach them to care about each other. Show them that hatred hurts. Show them how to think critically. Open up new worlds for them to discover. Offer them the tools of change. Create a small Caring community in the classroom.
Sara Bullard

Whites flee immigrants for "whiter" states
Jonathan Tilove and Joe Hallinan
Sunday Oregonian, 8/8/93

A 1990 census study indicates America may become two separate societies with little understanding between one another.

"What is really developing here is two very separate societies, two separate Americas, "Frey (a demographer with the Population Studies Center at the University of Michigan) said.

The peril is that the two Americas will have increasingly little in common and little understanding or identity with one another. One America will be immersed in the tumult and scramble of a cultural whirlpool while the other remains high and multiculturally dry. One will be the changing America one always reads about in the news magazines. The other will be more akin to the Wonder Bread America reminiscent of 1950s TV.

It is not a prescription for national unity or political harmony.

Filmmaker says, "Stop the madness" - from an interview in *Parade,* 8/1/93, by Lynn Minton with Allen and Albert Hughes, 21 year old twins who directed the powerful and frightening new movie, "Menace II Society"

Allen: "If America wants to be America for much longer, it better start waking up, it better start paying attention and working on the problem: the cycle of violence, the cycle of neglect - no jobs, no education.

I know life isn't fair. But when life isn't fair to a group of people for over 400 years...Look, we see ourselves as human beings, not as persons of a certain color. But when you walk down the street, you're reminded constantly of who you are and what you are.

People need to get together. I know it's our job to do something about it as well as everybody else's. But it's everybody's job to come to the table to understand—how things started, the neglect, everything. I'm already here at the table, And I'm waiting. And nobody's showed up yet."

If you control a man's thinking, you do not have to worry about his actions. When you determine what a man shall think, you do not have to concern yourself about what he will

do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door, he will go there without being told. And, if there is no back door, his very nature will demand one.

Carter G. Woodson, 1933

The significant problems of today can not be solved at the same level of thinking we were at when we created them.

A. Einstein

Children are the living messages we send to a future we will never see.

Duty is a task we look forward to with distaste, perform with reluctance and brag about afterwards.

Few things are impossible in themselves: It is the tenacity to bring them off we lack, not the power.

Even a turtle has to stick his neck out to get anywhere.

Learn to use your head but don't concentrate on the part that eats, drinks and talks too much.

An attitude is an outward expression of an inward feeling.

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether crisis will be escalated or de-escalated and a child humanized or dehumanized.

Dr. Hiam Ginott, Teacher and Child

In the United States, we have the richest mix of ethnic groups, of racial groups, of global experience that the world has ever known, and it is the richness of this mix that yields our incredible creativity and innovation... We have not even begun to experience the real potential of our fantastic human resource mix—our competitive edge in the global economy.

John Nesbitt, Megatrends

I, the rock, I the tree, I the River
I am yours—your passages have been paid.
Lift up your faces, you have a piercing need
For this bright morning dawning for you.

History, despite its wrenching pain,
Cannot be unlived, and if faced
with courage, need not be lived again,
Lift up your eyes upon
the day breaking for you.
Give birth again
to the dream.

Maya Angelou, Inaugural Poem

Our lives shall not be sweated
from birth until life closes
hearts starve as well as bodies;
give us bread but give us roses!

From an early 20th century labor movement song inspired by woman textile workers march

You can't eat beauty in a salad.

Lidie's grandmother, Eugenie (popular saying in rural France)

You have to bootleg education.

Myles Horton, Highlander

We make the road by walking*
*and rolling!

Paolo Freire, quoting somebody else

The problem of how individuals and groups establish and assert their own identity without being tempted to repudiate or diminish the identity of others is one of the deep riddles of our time. It perplexes our world and even now threatens to break apart nations and people.

Nail Rudenstine, 26th President of Harvard

We are in an era where the majority now has no choice but to engage minority cultures. The experience of cultural difference is now a mainstream reality. In the great culture transition of our time, what minority have experienced for generations is now being experienced by all.

Frank F. Wong, consultant on diversity issues and vice president for academic affair at University of Redlands

If we are to survive as a society, we must accept the fact that including a culturally diverse population in our democratic process will not lead to separate societies, but rather, reinforce the foundation of our American character.

Francisco F. Ivarra, multicultural second discipline instructor at Yakima Valley Community College

(We need) a public space...where living persons can come together in speech and action, each one free to articulate a distinctive perspective, all of them granted equal worth.

It must be a space of dialogue, a space where a web of relationships can be woven, and where a common world can be brought into being and continually renewed.

Maxine Greene

I Am A Success (By My Own Standards).

Education must go beyond preparing people for jobs to empowering people to transform life and society from a new paradigm.

Edree Allen-Agbro

What can any of us do to integrate the following postulates to affirm diversity?

> Treat people as if they were what they (are destined) to be and you help them become what they are capable of being.
>
> *Goethe*

> Friendship is the comfort, the inexpressible comfort of feeling safe with a person having neither to weigh thoughts nor measure words, but pouring all right out just as they are, chafe and grain together, certain that a faithful friendly hand will take and sift them, keep what is worth keeping and with a breath of comfort, blow the rest away.

> And, after the inculcation of the above axioma within ourselves, our work place, where we live and learn, we also know that treating others as they can become, as well as extending friendship, does transcend time, space, age, gender, ethnicity and diverse persuasion.

All things share the same breath—the beast, the tree, the human....What are people without beasts? If all the beasts were gone, People would die from a great loneliness of spirit.

Chief Seattle—appeal to President Franklin Pierce, 1854

A society that is committed to equal respect for all of its members, and to justice in social distributions of benefits and responsibilities, can neither neglect the family nor accept family structures and practices that violate these norms, as do current gender-based structures and practices.

Susan Moller Okin, Justice, Gender and the Family

Look at the faces of my people you will find expressions of love and despair, hope and joy, sadness and desire, and all the human feelings that live in the hearts of people of all colours. Yet, the heart never knows the colour of the skin.

Chief Dan George, My Heart Soars Page 72

F. TABULATION OF CONFERENCE EVALUATION SURVEY AND OPEN-ENDED COMMENTS

Menucha VI
Conference Evaluation Summary

Name (optional)_____

Please rate the following features of this Menucha VI conference using a five point scale with **SA** = Strongly Agree, **A** = Agree, **U** = Undecided, **D** = Disagree, and **SD** = Strongly Disagree.

		Percent				
		SA	**A**	**U**	**D**	**SD**
1.	The theme of this year's conference was very relevant to my interest.	77	23	0	0	0
2.	I feel I have learned a lot about diversity as opportunities in workplaces, communities and schools.	32	59	9	0	0
3.	The background materials received were helpful.	18	77	5	0	0
4.	The panels of resource people were helpful in providing a common starting point.	48	52	0	0	0
5.	The small group sessions enabled us to exchange and develop ideas	82	18	0	0	0
6.	The conference facilitator helped to keep things running smoothly.	67	33	0	0	0
7.	I began to develop a network of colleagues at the conference.	68	27	5	0	0
8.	I will share insights from this conference with colleagues.	71	29	0	0	0
9.	I will be able to apply some of the ideas learned to my work.	59	36	5	0	0

Open-Ended Comments

1. What were the "highlights" of this conference?

The roommates (Sybil & Jean) were great! The informal discussions were rich. Also the rotation in small groups was valuable. The accommodations were comfortable, the food was great (a little too great). The scenery and setting were magnificent!

Networking with people of similar interest and high degree of experience in the area.

The intellectual strength of the participants. The commitment of people involved to change.

The discussions, small groups. The values auction was great. The people were wonderful!

The time to dialogue and explore the diversity of thought and culture represented.

Rich diversity of participants.

Networking, more definitions of words, openness of people and the make up of the people, "real diversity." Thank you.

In my opinion the highlights were the energy and honesty created in the interaction of the small group.

Connecting with other individuals and as small group to share ideas and exchange frameworks.

Carolyn Leonard's final analysis.

Small group sessions.

The people - the networking - wow! It was time for this to happen. I'm happy to have been able to be part of it.

Exchanges between individuals on a one-to-one basis or small groups; and the summary session of both the discussion groups and the conference facilitators.

Small group breakouts/Meeting/networking with new people/Panel discussions/Values auction/Confronting, once again, my own assumptions/Affirming the things that are important to me/Strengthening my resolve to pursue these things/Learning that tolerance is not necessarily a good thing

Meeting people, sharing ideas, learning that what I'm doing—how I'm thinking—ways I'm approaching learning/facilitating is enhancing opportunities in diversity and learning

focused activities. Networking of resources and people—meeting faces that I can help and I can be helped by. Thank you for inviting me. The power of so many beautiful minds united.

Awaken and increase my understanding of diversity.

The "highlights" included the opportunity to see a new perspective through the eyes of the participants about diversity. The opportunity to network and share with participants was great.

1) Meeting people and getting to know about their work promoting diversity, and learning of other resources, programs, etc. from them 2) good dialogue tone to most discussion 3) the beauty of the setting 4) good "food" for thought and action (not the meals! the talk/sharing) and for getting to know the Northwestern "terrain," in terms of its diversity and its diverse culture-bearers; their understandings.

Panel on "What's happening that is working" and small groups.

The people, their enthusiasm for what they do, their willingness to share both high/good/positive/workable and the lows/ negative and obstacles. Planning and organization for a smooth flowing conference.

Learning from others.

2. What were the "lowlights" of this conference?

Not "low"—but an area to exam: amount and "heavy duty" food, especially for a group that is more sedentary than active. I saw too much unconsumed or half consumed food at meals. The food was delicious, but too much, too heavy, Perhaps there could be saving for Menucha (economic) and us (health).

1) Not enough time to go off walking in the beautiful setting during daylight hours...But in two and half days it would be hard to schedule 2) Not seeing the people from labor and labor-related groups who are working on these issues, too. Peter Cervantes -? and others of Hotel Workers Community Education Project or hearing from 3) not enough representation from groups whose primary language isn't English and particularly the growing number of Mexican and Central American groups living and working and schooling in the NW.

The echo of panelists who revealed that they didn't know they were to speak until the last minute gave me the impression that although the panelists did well, they might have been better prepared had they known. I also felt ill prepared as a facilitator to know what outcomes you wanted, and the process (e.g. does E session continue the B session)?

Where are the handicapped/differently abled? I really wanted to get the university credit—I need that for certification and this seemed a nice way to do it—hope we can work something out (Dan suggested independent study w/him?)

Not having a starting point at the first breakout group—a topic/item/phrase to jump-start discussion.

Beds

Not having the opportunity to prepare for presentation. I believe there's lots of information that wasn't shared because I was unaware— or unclear about what my role was going to include (I would have liked to hear Everett talk about (to the group) ways to access existing systems/structures with actions of diversity—he had extremely valuable opinions of how to "get action accomplished within existing layers of authority."

My lack of knowledge and ability to truly participate and add values.

Bunk bed mattress.

Too little time to complete some of the discussions.

How do you get some participants to be more open. To feel free among people?

None really.

Sleeping in a bunkbed! Really, nothing.

Not much action. The discussion was great, but it wasn't structured with an action goal or strategy in mind. This would be good for next time. Also the summary/reporting-out morning was good for pointing towards action.

There were no lowlights and don't have to be any as there was a continuum - building upon one another.

Having to end the conference!

None. More individual contact desired.

Almost wish we could arrive Sunday evening and start Monday morning with a little more time afternoon for exploring the area if weather permits. I would like to have a more intentional entertainment program that involves group more--Sunday evening?

3. What ideas learned at this conference will you likely be able to use in your work?

Sharing with people who have worked in equity and diversity for years—we're on a continuum—in process—will use differences in multiple intelligences and differences in communication styles—would also like more information on all of that (differences in importance of language—context and words).

Activities and programs to learn more about (networking with participants) to share with others. Some ideas I can use when I do teaching activities or speaking engagements.

1) Some of the curricular changes/reading Ed Smith shared 2) New awareness of excellent work going on at the grassroots, particularly being done by African American educators and cultural workers at this session 3) Carolyn's, Floy's Phyllis', Dapo's and Eleanor's wisdom/experience, in particular 4) The breadth of/range of ways to shape diversity and infuse existing lives, institutions, orientations with diversity as a value.

Resource people I can offer to other colleagues. Ideas I can share w/others and networks I can connect them to for further. Once I connect with some of my new friends I am certain information they have will be used in program implementation. Working w/ASTD on business and school project I can keep diversity issues in our planning.

The network—I plan to contact people and keep in touch—hopefully to do some joint projects or exchanges. At lot that came up in the small group syntheses was useful.

Too many to enumerate—perhaps mostly the importance of knowing oneself, finding a direction and vision, patiently moving in that direction, looking for opportunities.

1) that diversity begins w/me—"reach one, teach one"; 2) I will do my best to model diversity at work, at home, out in the world; 3) I will diversify all training programs by making contacts to recruit people of color to the programs.

The dynamics in the process that may help to move programs forward with diversity; building new bridges for learning and resource sharing with people; the implications for embedding concepts and elements in the activities now on-going in the states, communities, schools, employers, etc.

I have always tried to involve stockholders in activities/decision making. I will continue to be sensitive to cultures and diversity.

The heightened awareness of cultural differences. The need to include other cultures on committees.

Words that we use around people (language) self control making efforts to understand other people—people that are different from you. Empathy not sympathy.

Handouts—notes from discussion.

Re-emphasis of the barriers of language; how to get values as crucial part of change.

Ideas on "training trainers" and various approaches to using diversity as opportunities.

The syntheses and analysis of the three work groups.

The concept of creating a "living lab" of diversity. "If you believe it, live it."

The main idea: it's up to me. Importance of continuum of support; importance of our language.

Self-personal elements appreciating differences.

The idea of self examination and change.

Creating vision for promoting diversity as opportunity.

Visioning diversity outside of a particular context/environment and expanding the spirituality of the basic principles that it represents. (God, spirituality, life, purpose, the journey)

Used the "Value Auction" at my office—great hit; shared papers and asked for feedback on 21st century paper; and will use participants as consultant resources.

4. What topic or focus related to work-relevant education would you suggest for the 1994 Menucha conference?

Diversity work is not "done" yet; finding more people/examples/institutions/moments doing it, especially in multilingual contexts feels like the next step; I'd be happy to see this theme taken to a next step and taken to more contexts and "hearing back" about how it is going; what obstacles/what is working, etc.

More participation by the JTPA community-training situations beyond formal schooling.

I will call or write w/some suggestions after I can give it some thought.

Creating psychological health and safety in the classroom (and the workplace)—models (Floy's medicine wheel)—I will use this - also the futures model can be helpful. will bring GESA (June) to my program. the futures model has implications for the education track we're developing at LLOS. Sexual orientation is another one - someone has to have the guts to address this (maybe you have in the past).

Growing and developing leaders/managers from within an organization. (Career development in workplace rather than just hiring outsiders).

Although there will be some follow-up activities this fall, my gut feeling is that what will occur locally and nationally between Aug. '93 and Aug '94 might well create the need for another full session devoted to diversity in the workplace, education, and communities. The topics might or will change of course, but the conversation, dialogue and sharing must continue for support, sharing visioning, etc. I feel this year's conference is not "finished" perhaps next year's group can return and bring a person or two to add to this "circle".

1) Continue w/diversity - implementation/action or cultural diversity and ed. reform (we didn't do much w/that); 2) The "invatization"(?) of schools - how to get education to accept and solicit business/industry expertise in classroom, gaining the trust of B&I to participate w/out fear, w/out expecting schools to respond half-heartedly. 3) Breaking the barriers/stereotypes that exist between 4 year and 2 year colleges.

How to integrate education and community.

Equity—diversity (career ed) more of the same. Also - more work on definition of education and work/and or force. Preparing students to be able to succeed in "the workplace" doesn't mean fitting people into holes. We can prepare/ed students in a way that empowers them and gives them a world of choices and opportunities. I heard a lot of fear and mistrust of the labor force. We can work together to help students. Carolyn Leonard expressed the fears of this in her closing.

Definitions—terms—plans/actions to be taken

We need to build upon what has been initiated at Menucha 6 and especially bring in more diverse community representatives. I especially feel the labor/workforce connections with education diversity are fuzzy and unresolved.

Modeling diversity and refining and evaluating results.

The importance of affirming cultural representation.

Character and the profit (check it out).

Assessment and identification of ways teachers/employees/students become aware of their talents, skills and interests.

Reproduce (abbreviated, of course) the Menucha experience—use the same title.

Each individual changing him/her self and observing the world change around them.

Reinvention of curriculum. Creating valid learning experiences.

Diversity precedes education reform. 3565 or other states' equivalents are dangerous in the absence of a different world view of their design.

Violence is certainly an ongoing area of concern.

5. Please add any additional comments you wish.

Two white male conference facilitators every year? Even when topic is diversity? How about a little flexibility on this in future/ Let's walk our talk.

Do a group exercise such as "values auction" at the beginning of conference rather than the end. The comfort level of group interaction will most likely be increased.

Great!

Thanks for this opportunity!

Although it was heartwarming to see the diverse makeup of the participants, it's not completely unusual when the topic is diversity. I would hope to experience similar diversity if the topic was "advanced technology and education" or whatever. I enjoyed facilitating. Thank you for inviting me. This is a group of people I'm proud and excited to be part of.

As far as I know there is no other forum for this kind of conference combining education, work and community in quite the same way. This group needs to be integrally involved with Oregon State Dept. of Ed's education reform work before it's too late!

The diversity of people was great where were the differently (dis)abled—can this facility accommodate them? I now have a bigger, newer, more personal and sharable understanding of diversity and of how to help others take on the commitment to diversity. The chosen format of the conference was terrific.- having the participants discuss the themes vs. being talked to about the theme. Great Job!!

This was much more than I expected—I thought this would be Menucha as usual...(3 of 6 closing folks - white males).

I think it would be appropriate to include more business people. I was very comfortable and now I am in turmoil with thoughts and feelings. Tape (audio or video) the summary sessions. Wisdom was shared that cannot be repeated the same way.

Diversity needs to be included in all future workshops.

Physically challenged need to be included.

It has been a great three days for me where people taught me and they learned from me. Tom this is one of the best organized gatherings. Thanks for including me. Let us keep on working together for the unity of this country and for the safety of our freedom in this great nation America.

I am pleased I was invited and I hope we will be able to host a Pacific Menucha.

This has been an enriching experience, and has revived my hope for a new tomorrow.

I enjoyed it. Wonderful facilities at Menucha. Thanks.

The focus is truly education. that is one context. Are businesses, families and communities here only to focus on education?

I think the value auction was a fun and revealing activity

G. REVISED VERSION OF THE MODEL FOR RESTRUCTURING EDUCATION FOR THE 21ST CENTURY

A Model for Restructuring Education for the 21st Century

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A MODEL FOR RESTRUCTURING EDUCATION FOR THE 21ST CENTURY

Background

As educators look ahead to the 21st century and the changes that are needed in our educational system, it is essential that they include a focus on knowledge and skills needed by successful adults, changes in the make-up of the student population, new approaches to delivering education, and the involvement needed with the family business, labor, the community, and other service agencies. Helping students, families, educators, and the community to see the need for change and to feel empowered to guide these changes is an important challenge facing the leaders of tomorrow. Without this new vision and commitment, followed by adequate professional staff development, these changes are unlikely to occur.

This paper presents the background to the model, critical assumptions, a conceptual framework, curriculum elements, and strategic implications of the model for school boards, educators, parents/family, and business and community. The curriculum elements include: learner outcomes, school delivery strategies, and specific ways in which the family and community can be active partners in the learning process that stretches from pre-school through adult and continuing education.

For the past five years, the Northwest Regional Education Laboratory has convened a summer conference for people interested in work-relevant education. This group, the Northwest Futures Group for Work-Relevant Education, includes community leaders, policy makers, practitioners, and administrators. Fields represented have included K-12 education, adult education, labor, business, government, and health. Attendance is limited each year to 25 people and is by invitation. Over the years, participants have become increasingly diversified: by gender, cultural background, race, and occupational field. This diversity has greatly enhanced the discussions and insights at sessions.

Each year the group has been able to draw on the most recent thinking in workforce changes and preparation for work—through presentations on new research and development, reviews of recent policy reports, and the expertise of the participants. In its first year, the group shared insights on the workforce of the future. In Year two, the group developed a conceptual framework and a "cross-age curriculum model for the 21st century." This model has become a cornerstone for all future sessions. In its third year, the group focused on adult education and added to the model. In year four, the group heard presentations on the educational reform policies being implemented in Oregon and Washington and on applied academics programs. The presentations added new direction to the discussions on work-relevant learning. In 1992, the group focused on early childhood education (up to 8-year-olds), families and communities, and on policy strategies that support young children. One of the basic assumptions of the model is that issues affecting learners are much broader than schooling can be addressed and must be addressed collectively by the large community, business, and labor. In 1992 the group added the family as a collaborative partner and identified strategies to help families contribute to the outcomes for each of the ten

competency areas. Participants were able to draw on recent experiences in planning and implementing educational reform and service integration legislation.

In her article "Mission Not Accomplished: Education Reform in Retrospect," Mary Hatwood Futrell, (1989) states that since *A Nation At Risk* in 1983 our country has talked about educational reform without really accomplishing it. She categorizes four waves of educational reform in the 80s. The first, stimulated by the *A Nation At Risk* report, was a top-down wave of legislation and regulation that included more than 700 state statutes to regulate education through processes such as raising high school graduation requirements. The second wave sought to end change mandated from above and began to look at local schools, communities, and teachers to improve education. The third wave was driven by a utilitarian concern for the U.S. economy with an emphasis on the need to "produce graduates who could staff American business and industry and reassert this nation's economic pre-eminence" (p.12). The fourth wave, according to Futrell, is based on a desire to re-establish a balance between education as an instrumental value and as an intrinsic value. The fourth wave, she envisions, would produce graduates with an understanding of history, who are creative, capable of synthesizing new information and acting responsibly, and ready for productive adulthood. It is this balance in outcomes that is addressed in the Northwest Futures Group model for the 21st century.

Leaders in vocational and technical education have attempted to integrate academic and vocational education as a means to accomplish the goals related to the fourth wave of reform (McClure and Owens, 1989). By doing so they hope to produce adults who will be responsible citizens, productive workers, and satisfied human beings ready to face the challenges of the 21st century.

Some critical assumptions underlie the Northwest Futures Group model. These include:

1. Jobs in the future will generally require not only more education but a different type of education that includes critical thinking, teamwork, and the other critical elements identified in Figure 3.

2. Workers of the future will need to be involved in community affairs and will need to balance work, family and community responsibilities.

3. Education must be viewed as a continuum from preschool through continuing lifelong education for adults. We must avoid end-point thinking in which we focus only upon graduation or completion at a single point.

4. An essential ingredient in education is building self-esteem in learners. This is equally important for adults and children.

5. Learning is what we do for ourselves. It therefore requires the full involvement of the learner as well as the teacher.

6. Problems affecting learners today are much broader than schools can solve alone. Involvement of the family, business, labor, the community, and other service agencies is essential.

7. The activities proposed in the model for family involvement are meant as a guide only. It is recognized that some of these activities may not be feasible, for example, in some single parent families or those facing severe economic hardships. These families may need support on a case by case basis for their involvement in their children's education.

8. Resistance by some teachers, schools, and communities to the changes proposed in this model is to be expected. Helping these groups to see the need for change and to feel empowered to guide these changes is an important challenge facing the new leadership in education. Without this vision, followed by adequate professional staff development, these changes are unlikely to occur.

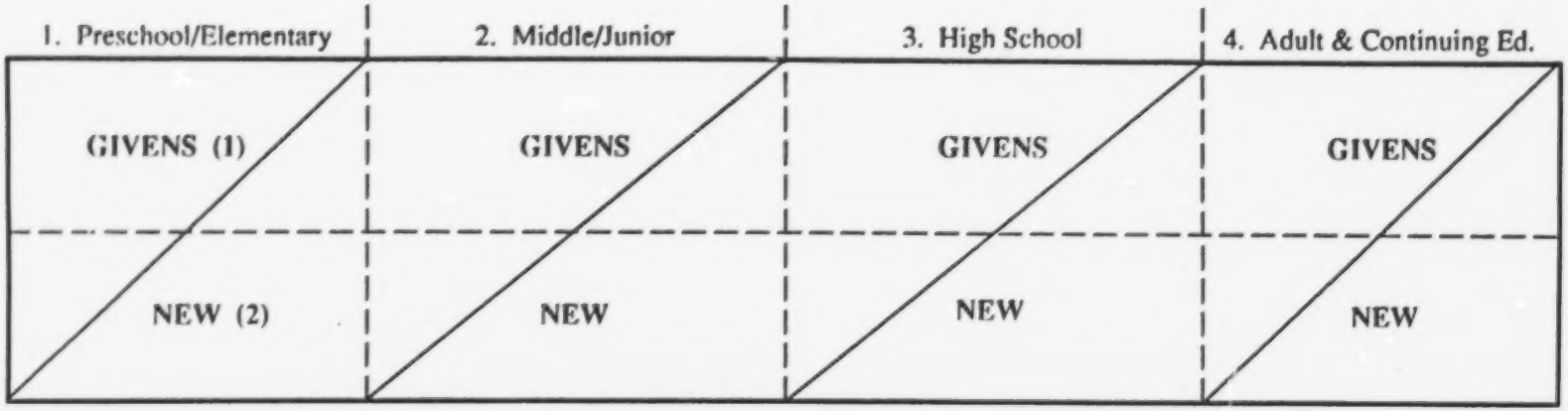
The key concepts of this model are displayed in Figures 1 to 3. Figure 1 indicates that important curriculum elements like teamwork skills begin in preschool and carry over through adult and continuing education. Within each age span are skills that will become more important in work-relevant education for the future. These skills will replace or merge with knowledge and skills that are currently taught. Thus, unlike other curriculum models that assume that educators can continuously add new skills without deleting others, we recognize that this is generally a false expectation that often leads to teacher frustration and burnout.

Figure 2 illustrates some current and new outcomes across the age span—in the judgment of conference participants in 1989. Whether a particular outcome should be shown as current or new depends on the particular school or classroom to which we are referring. Thus, in one school, multilingual outcomes may have been important for many years while in others, it may only now be introduced.

Figure 3 is undoubtedly the most important construct in the model. It depicts both the proposed content and strategies for delivering these outcomes within and outside the classroom. Figure 3 organizes the various outcomes around 10 categories. Seven of these categories come from *Workplace Basics: The Skills Employers Want* published by the American Society for Training and Development (Carnevale, Gainer, and Meltzer, 1989). To these categories the Northwest Futures Group added technological literacy, social/global awareness, and job skills. Figure 3 not only contains important outcomes needed for a comprehensive cross-age curriculum, but demonstrates some innovative ways in which families, business, and other institutions can assist.

For each of the 10 competency areas, Figure 3 identifies proposed learner outcomes, school delivery strategies, family involvement strategies, community/partnership agencies that could be involved, and special characteristics of appropriate community/partnership agencies.

Figure 1
Conceptual Framework Across the Age Span



1. GIVENS - Skills that are important now, but may be less important in the future.
2. NEW ELEMENTS - Skills that may not be commonly taught now but will be needed in the future

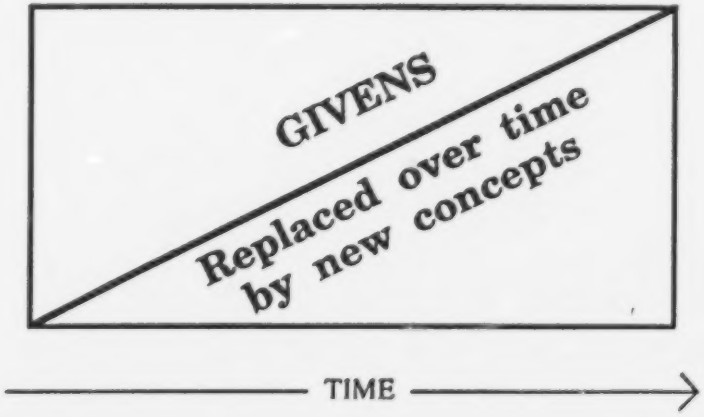


FIGURE 2
SUMMARY OF CURRENT AND NEW OUTCOMES ACROSS THE AGE SPAN

Current Outcomes

Pre-School & Elementary	Middle/Jr. High School	Senior High School	Post High/Continuing Educ.
Socialization Flexibility Manipulative Skills Read, Write, Speak, Compute Basic Health Nutrition Self-Esteem Personal/Social Response	Decision Making Skills Social Skills Self-Awareness/Esteem Acceptance of Responsibility with Choices Computer Literacy/Keyboarding Work Attitudes/Dependability and Independence Lifelong Learning Skills Basic Skills Family Life & Parenting Skills Substance Abuse Education	Communication-Speaking-Writing-Reading, Listening Computer/Keyboarding Math, Science, Technology Entry Job Skills Understanding of government, economics, and systems; free enterprise	Computer Applications Desire to Continue Learning Ability to Change Occupations More Specific Job-Related Skills Broad Transferable Skills/ Job and Personal Use Problem Solving Superior Interpersonal Skills Education to Balance Work and Family

New Outcomes

Creative Expression, Critical Thinking Working Cooperatively and Independently Technological Literacy Learning to Learn Higher Level Thinking Skills Articulate Knowledge & Skills Global Awareness Physical-Mental-Emotional Health Multilingual Respect of Others/Self	Additional Training for Special Populations Different Language Styles Flexibility/Adaptability Reason to Learn What's Taught Teamwork/Interpersonal Skills Problem Solving/Critical Thinking Skills Applications of Technology Ability to Plan Ahead Reciprocal Communications Appreciation of Multicultural and Gender Differences	Work Ethics Teamwork Learn to Learn and Lifelong Learning Reasoning, Problem Solving, Flexibility Adapt to Change Balance Work and Family --Decisionmaking --Self-Esteem --Student Assessment Understanding of and Experience with Different Cultures Leadership	Stronger Ties with Business/Industry Adaptable/Flexible Training Options Entrepreneurship Resource Identification and Management More Vocational/Academic Integration Communication Technology Skills

Figure 3
CURRICULUM FOR A WORK-RELEVANT EDUCATION

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ Partnership Agencies	Agency Characteristics
1. Learning to Learn	Study skills Understanding of one's learning styles Desire to continue learning Reason to learn what's taught	Study skills instruction Administer and use learning style inventories Articulated programs across grade levels Peer tutoring Cooperative learning Use of computers for obtaining and organizing information Use families as resources/consultants	Provide environment for learning and follow-up on a daily basis Connect child to libraries and community learning resources Understand child's learning styles and tell teachers Read and share stories with children Value education and model learning behaviors	American Society for Training and Development Continuing Education Agencies Businesses training directors National Association of School Counseling & Development	Share with students examples of employee learning Willing to help educate parents and employees
2. Technological Literacy	Computer keyboarding Computer applications Uses and limitations of technology	Principles of technology class Use of computer labs in math subjects Use of computers for introducing, teaching, and reinforcing learning Computer simulations for academic and vocational classes Computer clubs for students and teachers *(continued)*	Provide parents with opportunities to learn technology through school Visit parent's workplace to see how computers and other technology are used Take trips to science museum	Computer support groups in the community Businesses and agencies using computers Community college classes (2 + 2)	Willingness to share examples of computer uses with students Willingness to help develop or evaluate instructional software Opportunities for students to see diversity of computer uses Open management style Willingness to support student leadership

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ Partnership Agencies	Agency Characteristics
2. Technological Literacy *(continued)*		Visits to the community to see how computers are used and affecting people Work experience Select technology that promotes learning			
3. 3 Rs (Reading, Writing, Computation)	Basic skills understanding Math, science development Applications of basic skills	Applied math Applied communications Resume and technical writing Use of student journals School newspaper Computer reinforcement Science, math clubs	Have children read to families Model inquiring behavior: writing, computing Provide access to develop skills Encourage library use	Local newspapers Businesses Companies providing student tutoring	Willingness to share examples of business writing, etc. Encouragement of employees to tutor students in the basics
4. Communication: Listening & Oral Communication	Articulate knowledge and skills Multi-lingual ability Different language styles Communication/oral and written Communication technology skills	Applied communications Communications exercises Tie-in with students' jobs Debate teams	Model communication in their relationships Listen attentively Practice conflict resolution Conduct family meetings	Newspapers Radio and TV Toastmasters and other community organizations Communications firms	Supportive of open communications

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ Partnership Agencies	Agency Characteristics
5. Self-esteem/goal setting-motivation/ personal & career development	Basic health nutrition Student assessment Physical-mental-emotional health Self-awareness/self-esteem Acceptance of responsibility with choices Family and parenting skills Substance abuse education Education to balance work and family Employability skills Ability to change occupations	Career education Transition centers Student learning plan Family life classes Vocational, academic, and personal counseling Student career plans Career Information System Use of interest and personality inventories Career explorations Awareness of one's strengths, interests, and limitations Values clarification	Nurture themselves and others Model goal setting, self-motivating behaviors Appreciate individual pursuits Practice self-determination, self-responsibility Act as resources regarding choices and ethics Empower children to make developmentally appropriate decisions Be an advocate for children	School counseling department State Employment Service State Occupational Information Coordinating Council National Career Development Guidelines Local hospitals Adult and Family Services Employee assistance programs JTPA programs Youth organization	Experience in helping improve self-esteem Concern for mental and physical health Willingness to help people develop employability skills
6. Creative Thinking/ Problem Solving	Flexibility Critical thinking Decision making skills Adaptability Problem solving Resource identification and use	Creative games Simulations Vocational club competitions Classroom questioning strategies Applications of basics to real problems Experimentation	Promote and engage in cultural awareness Model problem solving and creative thinking in family issues	Innovative businesses	Supportive of critical thinking Willingness to provide models and examples

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ PartnershipAgencies	Agency Characteristics
7. Interpersonal/ negotiation/ teamwork	Socialization Personal/social response Work cooperatively and independently Respect for others/self Social skills Work attitudes-dependability and independence Interpersonal skills Reciprocal communications Work ethic Teamwork Negotiation skills	Mentorship Athletic teams Cooperative learning School clubs Peer tutoring Role playing Simulations Applied Communications	Model respect for others Practice social skills Promote positive discipline and structure Promote resolution of conflict Hold family meetings	Unions Counseling Centers Crisis-Intervention Centers	Opportunities to observe business-labor negotiations Opportunities to observe and study participatory management Willingness to provide speakers
8. Organizational effectiveness/ leadership	Understanding how people and organizations affect each other Ability to plan ahead Leadership Entrepreneurship Understanding how to advance	Vocational student organizations Internships Externships Student government Mentorship School clubs Student government Leadership Project	Be willing to take leadership in school-parent activities Participate in community organizations Make families high performance organizations Advocate for children in the community	Business/IndustryLabor Government Small Business Development Centers Business Consultants Business Administration Department Chambers of Commerce	Open management style Willingness to support student leadership

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ Partnership Agencies	Agency Characteristics
9. Social/Global Awareness	Appreciation of multicultural and gender differences Understanding government, economics, and free enterprise Adaptability to changes in society and workplace Understanding of global interdependence	Teaching of Foreign Languages and cultures, especially those represented in the community Involvement of race and sex equity consultants in planning and delivering the curriculum Use of outside speakers and films reflecting different cultures and those to help overcome sex role stereotypes and biases Use of simulations to teach global perspective Opportunities for students to practice international entrepreneurship Student and teacher exchange programs	Promote acquisition of second language Appreciate multicultural environments and diverse groups Be aware of geo-politics and natural environment Talk about community and global issues	Businesses and agencies involved in foreign trade Speakers from small business development centers Economic Development Commission Foreign governments	Willingness to share knowledge of their international operations

Categories	Learner Outcomes	School Delivery Strategies	Family Involvement	Community/ Partnership Agencies	Agency Characteristics
10. Job Skills	Mastery of basic skills Basic technical skills Work ethic Safety Flexibility Ability to deal with continuous change Problem solving skills Interpersonal skills Personal management skills Ability to work as part of a team Ability to be a lifelong learner	Job shadowing Vocational education Technology education Relevance of subject to the world of work Systemwide mission and goals tied to the needs of business and industry Career education Exploration of relationship between education and work	Work to get or keep a job Value work ethics and cooperation Value respect for all occupations Promote financial/ consumer skills	Local business and industry Apprenticeship Community service Labor organizations Policy makers Legislators State employment services Business associations	Consumers of the product Respond quickly to changing market conditions Competitive Authority on workforce needs

Many of the competencies identified in this model have been used as the foundation for the Northwest Workplace Basics Project being developed by NWREL. This Project has refined the competencies and validated them with over 400 employers and trainers in Oregon and Washington. The project then developed a curriculum matrix identifying instructional materials related to these competencies and has developed innovative measures to assess individual and group performance in these skill areas (NWREL, 1992).

Some of the ideas described in this model are reflected in the *Times* special issue, "Beyond the Year 2000: What to Expect in the New Millennium" (Lemonick, 1992). Michael Lemonick's view of education in 2092 is one in which "the formal rigidity of education will break down, to be replaced by lessons tailored to the individual student. Intergenerational groups of learners using virtual reality and other total-immersion experiences will replace the structured expectations for a standard high school diploma and lead to a series of achievement goals tailored to the individual.

Strategic Implications of the Model

The improvement of education requires taking action on new initiatives. The following suggests some strategic implications for school boards, educators, parents/family, and business:

1. School Boards

   a. A review of the student outcomes listed in this model suggests a new way to view a curriculum cutting across existing courses and age levels. The model can serve as a starting point for a local board of education to develop a set of standards to apply in evaluating existing curricula or developing new curricula that are part of an educational reform effort.

   b. Many of the student outcomes and delivery strategies identified in the model are already in place in some schools. The model could be used for establishing school incentives and awards for exemplary practices. This would also help other schools looking for existing models they could adapt.

   c. The model can serve to call attention to new financial needs of the district such as the purchase of computers for students to use at all grade levels, and the need for staff development funds to allow teachers to learn more about some of the strategies and to revise their courses accordingly.

2. Educators

   a. The demands of the changing workforce require a greater degree of teamwork among workers. Educators need to model teamwork skills across disciplines and across grade levels.

b. Teachers need administrative support for finding out what skills are needed in business and the community and to adapt their curricula accordingly. District policies will need to be written and carried out to enable teachers and administrators to become lifelong learners, try out new strategies, infuse skills, and modify existing curricula.

c. A basic assumption of the model is that learning takes place in both the school and community. Therefore, educators should review their district policies to assure that no barriers prevent students from using the community as a learning environment. They may need to address issues surrounding transportation and liability for students while at community or work sites.

3. Parents/Family

a. Some of the student outcomes in the model, such as responsibility, are first learned by students at home. The major way students report learning responsibility is by observing their parents as role models. Therefore, it would be important for schools to become more parent-friendly and for educators to involve parents as partners in developing some of these student outcomes. Workshops are needed to help parents learn how they can effectively develop and strengthen such work-relevant traits in their children across the age span.

b. An emphasis must be placed on the new roles parents and family members play in relating to their children and helping to educate them. These roles include: listener, learner, teacher, communicator, guide, respecter of differences in other people and their values, collaborator, negotiator, reinforcer, protector/advocate, problem-solver, evaluator, and rewarder.

c. The model directs parents to look beyond the school as the center for education, to be co-teachers themselves, to nurture themselves in their own learning and to make their families high performance organizations.

4. Business and Community

a. The Northwest Futures Group curriculum model demonstrates clearly the roles that business, industry, labor, and other community groups and agencies need to play in carrying out a comprehenive education for children and adults. The delivery strategies suggest some very explicit roles that such organizations can play in developing the competencies needed by workers in the future. As business-education partnerships are formed and developed, the model suggests some specific activities that these community organizations can do and clearly indicates a rationale for why such actions are central to the education process. Many of these roles have been used on a statewide survey of Oregon employers in 1984 (Owens, 1984) and again in 1992 (Oregon Economic Development Department, 1992). Results from both surveys indicate that although employers now seldom engage in activities such as recommending course content and serving on advisory committees, more indicate a willingness to do so in the future.

b. Although business and industry have typically involved partnerships at the secondary and postsecondary level, there is a growing realization among business leaders of the critical importance of early childhood education. This model allows business and community leaders to see more clearly the roles they can play from preschool through adult and continuing education.